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Montana Schools

OFFICE OF PUBLIC INSTRUCTION
Ed Argenbright, Superintendent

WINTER 1987

DEC 1987

VOLUME 31, NO. 2

Teacher of the Year

*"Give to the world the best you have, and
the best will come back to you."*

—Gertrude Weishaar
Montana Teacher of the Year
1988

This year's Montana Teacher of the Year—Gertrude Weishaar, an advanced mathematics and science teacher at Fairfield High School—was raised in a log cabin in the Highwood Mountains. She credits much of her success in life to a warm, stable family life where she shared a natural feeling of love and security.

Weishaar actually had intended to become a nurse, but tight finances and a teacher shortage during World War II prompted her to accept a teaching position in a rural school near Carter. She boarded half a mile from school and had no academic preparation for the job. The school was in a former granary and boasted six student desks for her six students, a teacher's desk, a heating stove, a washstand, a drinking water bucket, and shelves for lunch pails.

After teaching one month she turned down a nursing scholarship to continue teaching and began work on her teaching degree during the summers. ("I found that watching the academic growth of each student created a gratification in me that I had not experienced before.") Weishaar received her degree with honors ten years later from Montana State College in Bozeman. Since then she has attended math and science institutes and workshops on minerals, metrics, calculators, geology, biology, astronomy and math.

Weishaar has taught school for forty years and **never missed a day of school.** ("The student's welfare is far more important to me than trying to use all the sick leave you are allowed in a year.") She decided to retire seven years ago, but the students, parents and administrators in Fairfield convinced her to return to the classroom.

Weishaar's advice to fellow teachers includes, "To be an outstanding teacher a person must be willing to help students when they need help even if it is after school hours. You can be friendly to your students but always remain professional. This means you should retain a higher level than the students



Gertrude Weishaar

because trying to act like one of the student's pals will cause severe problems to a teacher. If a teacher sets a fine example of character and is willing to help students in need, it will help the teacher reap the awards of success."

Mrs. Weishaar was Montana's first recipient of the "Outstanding Math and Science Teacher of the Year" award in 1983 and is enthusiastic about the subjects she teaches. "I love the subjects I teach and hope to instill in my students the importance of math and science in the world they have to live in during their future lives."

She also believes that her responsibilities do not end there. "The subject matter in my classes is not the only important thing to the students. I feel it is my duty to set a good character example for them to follow as well as stressing the

importance of attendance. A student can't learn when he is out of class. It is important for a teacher to be available to help students so that they don't become discouraged.

Although Weishaar has been a sponsor of the Fairfield National Honor Society for 15 years, a class sponsor for each of 32 years, and sponsor of the Fairfield Science Club, she sees extracurricular activities as a two-edged sword. "The involvement with student activities is an important part of the teaching profession, it is time consuming, exciting and rewarding. It allows you to see the students from a different light, it allows work with them in the affective domain," she writes in her philosophy of teaching. On the other hand, she also states, "There is a tendency to increase extracurricular and sports functions even more to the detriment of our class work. It is extremely hard to do a good job of educating students when they miss classes for a week at a time while taking part in extracurricular functions. I realize some extracurricular activities are good, but they should be kept in perspective so we have sufficient time to teach the academic subjects."

An advocate of the teaching profession, Weishaar says, "The future of our world lies in the hands of our young people and we must educate them to carry on in the future. Many other jobs in the fields of math and science have much higher pay than teaching, but none gives the satisfaction I've received from working with young folks. It makes a person feel so good to take a student with a fear of your subjects and get them to enjoy the materials like you do. Pay has not been a concern to me but I hope students will remember I teach to help them."

"I am planning to become a math teacher in hopes of being like Mrs. Weishaar," comments Janet Gentry, a former student. "I will always have her as my idol. I want to be able to touch each student's life like she does. We all know she gives the best education any teacher can offer..."

Mrs. Weishaar is Montana's candidate for National Teacher of the Year, a program cosponsored by the Council of Chief State School Officers and the Encyclopaedia Britannica Corporation. Selection of the national winner will be made later this year.



I know this is a worrisome time for many of you, with publicized accounts of promised cuts in teaching staffs, the effects of I-105, the state's faltering economy, and a poor revenue outlook for all public services. I share your concerns. It took a legislative commitment in 1987 of approximately \$94 million to keep our school funding at current level. It could take even more than that in 1989.

Please be assured, however, that I will continue to do everything I can at the state level to ensure that our excellent public school system survives these tough economic times. We are working now to develop a comprehensive school finance package for the 1989 legislative assembly. As we move toward that session, educators must work together, keeping in mind economic realities.

I would like you to know about the conditions in some Montana schools that Deputy Superintendent Ray Shackelford and I visited recently. What we encountered were exciting programs, creative teachers, and professional, supportive administrators.

At the elementary school at Hellgate the music teacher (who very coincidentally happened to be Candace Johnson, our second runner up Teacher of the Year featured on this page) had 120 first graders totally engrossed in her music class. There were no fidgeters or complainers in this group—they were too busy watching, singing, and—without even knowing it—learning music.

Richard Unruh's English classroom at Frenchtown High School includes a creative method of teaching writing skills through a "composition writing lab." Mr. Unruh's students are enthusiastic and eager to participate in **writing!** His willingness to go the extra step for his students has created a wonderful learning atmosphere.

We visited other schools and saw other equally ambitious people hard at work providing the kind of education that Montanans want for their children. I was proud of these teachers who are such fine examples of our profession.

I hope during the next year to have a chance to meet even more of you. In the meantime, keep up the marvelous work and have a wonderful holiday season.

—Ed Argenbright
State Superintendent

TOY Runners-Up

Steve Wedel, biology teacher at Dawson County High School in Glendive, is first runner-up Teacher of the Year.

Glendive Superintendent of Schools Calvin McRae calls Wedel a superior motivator of students. "He expects and gets the best from each student by creating an atmosphere for learning, teacher interest and help, and challenging each student."

Wedel has taught for ten years, all at Dawson County High School. He and a fellow high school teacher wrote an innovative grant and developed a class in energy that was one of the first educational classes of its kind in Montana. He also has served on the Glendive school district's drug abuse committee and was its teacher-director for a year.

During the summer of 1985 he received training in mastery learning and teaching at Montana State University. During the next school year he designed his biology classes on the mastery learning model and has conducted informational sessions in other districts on how to design curriculum to fit mastery learning.

About teaching, Wedel writes, "Central to my philosophy of education is making students realize personal success in achieving academic success. I believe that success in the classroom facilitates the personal growth of the student in self-confidence, positive self-image and independent thought and action. That type of success leads to maturity. A teacher finds this avenue of success for the student by building side streets to that avenue."

Wedel has coached football, basketball and boys track during the past ten years. As his greatest satisfaction in coaching he singles out his position as head boys track coach. His team won state championships in 1986 and 1987, the first state track titles in the history of the school.

An advocate of physical fitness, his favorite modes of exercise include weightlifting and biking, and he competes in triathlon and masters track and field meets. "Exercise alleviates the pressures and stresses I experience in all areas of my life and helps me keep a positive attitude and feel good about myself. Education, that is teaching, begins with me, so it's important that I am healthy mentally, spiritually and physically."

Candace Berge Johnson, second runner-up Teacher of the Year, is a music and physical education teacher at Hellgate Elementary School near Missoula. She has taught for 18 years, the last 13 years at Hellgate. She also has taught fourth grade and junior high reading.

Johnson's philosophy of teaching is based on helping her students nurture a love for music that will carry over into their adult lives. "I believe that every child has the right to share music and to be successful. There is a place in class for every student. Each child needs to be treated as an individual. The child that marches to a different drummer needs to know they are welcome and wanted in my classroom," she wrote. "It is my responsibility to provide rewarding experiences for making music to all students regardless of their ability."

"Humor has a real place in my classroom," Johnson said. "I want education to be meaningful, relevant and fun. Sometimes I have to work hard at not taking myself too seriously but the kids are always ready to help me in that aspect."

Nancy Crabtree, a third grade teacher at Hellgate, says of Johnson, "Candy leads us toward being a better staff by her love of children, humor, energy, hard work, and dedication to teaching. She is a person of absolute honesty and integrity. Her unselfishness is a reminder that we can all help each other help children."

Other nominees for the 1988 Montana Teacher of the Year were: Jim Borgreen, Fergus High School, Lewistown; Shirley Ann Bray, Mountain View School, Helena; Jeane Bruton, Hawthorne Elementary School, Missoula; Barbara Dornfeld, Central Elementary School, Sidney; Allan Fredrickson, Edgerton Elementary School, Kalispell; Jeanne Harsha, Columbus Elementary School; Cathy P. Hensen, Gallatin Gateway School; Dolores Hruska, Lewis and Clark Elementary School, Lewistown; Susan B. Jensen, Lima Public School; Gail McIntyre, Lewistown Middle School; Chris Maristuen, Devlin Elementary School, Havre; Kathy Miller, Broadwater Elementary School, Helena; Linda Jo Price, Highland Park Elementary School, Lewistown; Donald Richardson, Bigfork High School; Doda Marie Roberts Starkey, Belgrade Middle School; Kendyl D. Timlick, Potomac School, Missoula; and Sidney Wilson, Fergus High School, Lewistown.

The selection committee for the Teacher of the Year included Mary Moe, 1987 Teacher of the Year, Columbia Falls High School; Robert Western, Principal, West School, Laurel; Gary Langley, Montana Mining Association, Helena; Eldred Brown, Big Timber Elementary School; Lynn Arnsmeier, a parent from Townsend; Fred Bull, County Superintendent, Silver Bow County, Butte; and Jennifer Hamlin, a student at Skyview High School in Billings. OPI's coordinator for the program is English/Social Studies Specialist Ed Eschler.



Steve Wedel



Candace Berge Johnson

MONTANA SCHOOLS

Montana Schools is published quarterly (September, December, February, May) by the Office of Public Instruction, State Capitol, Helena, MT 59620. It is distributed to public schools and members of boards, associations, organizations and individuals interested in education in Montana.

Deadlines are six weeks before the first day of the publishing month (e.g., six weeks before September 1).

Ed Argenbright
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Montana History Resource Available

by Peggy Todd

"What's a stamp mill?" When was the Hard Winter, and what happened then? How did homesteading work, and why did people come to Montana to homestead?"

Most grade school teachers don't expect their students to ask questions like these. But often it's a case of not knowing enough to ask questions. In this instance, the subject is Montana history and, particularly, natural resources in Montana's history.

The Department of Natural Resources and Conservation has just released a publication that provides the answers to those questions and many more. A 32-page booklet called *Natural Resources in Montana's History* takes elementary students from the days of the mastodon hunters to those of the fur traders, from the time when "grass was king" to present-day ranching.

As the booklet points out, it is impossible to tell the history of Montana without talking about our natural resources—their use has shaped Montana's past and will continue to influence our state's future. This idea is expressed in terms that young readers will grasp and is enforced by many illustrations, several maps, and a dozen historic photos. The booklet also contains an extensive vocabulary, reading lists, and a section of suggested projects.

A free copy is being sent to every public school in Montana. Additional single copies cost \$1.50, including postage. Write to Montana Department of Natural Resources and Conservation, 1520 East Sixth Avenue, Helena, MT 59620-2301. For information on multiple copies, please call 444-6745.

Peggy Todd is technical writer for the Montana Department of Health and Environmental Sciences.



Charlotte Thomas and a group of fourth graders at Central School in Helena using "Natural Resources in Montana's History."

OPI Staff Members Elected to National Offices



The newest President of the Council of State Directors of Programs for the Gifted is Nancy Lukenbill, OPI's Gifted and Talented Program Specialist since 1979. Nancy also has been a teacher of kindergarten, special education and migrant programs and a lecturer and instructor on programs for exceptional children. One of Nancy's first duties as national president was to testify before a congressional committee on legislation for the gifted.



Jay McCallum, ECIA Chapter 1 Director in the Office of Public Instruction for the past ten years, has been elected President of the National Association of State Coordinators of ECIA Chapter 1. Prior to his appointment as director of the Montana program, McCallum served as a Chapter 1 program specialist in the office and was a teacher and principal in the Hardin schools.

BRIGHT IDEAS

The Dead: Alive with History

by Shirley Groff

Do your students hate history? Send them to the cemetery. I did, and they found that learning can extend beyond the classroom and be interesting as well as fun.

The four parts of the assignment were to search, rub, research and report: search for the oldest grave possible and bring back a crayola rubbing of the gravemarker or headstone; research and report to the class one event that occurred between the dates on the gravemarker. The event could be a national, state or local one, although most reports were on local interest. Parents took their kids to visit old cemeteries and other interesting sites.

Using simple subtraction the kids learned that people in the early frontier days did not live as long as we do today. Accidents, epidemics and other forms of illness took a heavy toll on the young populations. Re-

search also taught the kids about early attempts to control communicable diseases by rodent control, better water supplies, and quarantine in public isolation homes known as "pest houses."

Sections of cemeteries held concrete evidence of the many nationalities and religions in the area in the early days. Some of the students found that they too had roots here. An account of an old-time gunfight and a spurned lover's suicide taught them that people of the past had emotional problems, too.

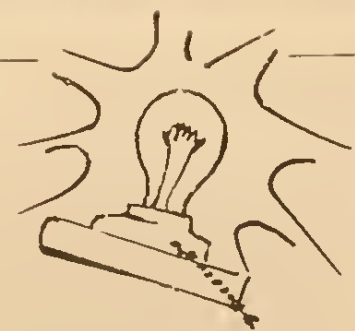
The evening edition of the *Butte Daily Post*, dated September 20, 1881 featured an account of President Garfield's assassination and an account of the death and burial of the paper's own editor. Both stories were told in the flamboyant, opinionated and competitive reporting style of the era. The students easily compared the past reporting style with the "stick to the facts," time-saving style of today's fast-moving society.

Students expanded their research skills beyond the ordinary reference books of the school library to local archives, old news-

paper files, cemetery records and personal interviews with older people.

The crayola rubbings generated much interest from other classes and made fine room decorations for one of our monthly displays. To generate further interest we displayed pre-statehood photographs, and for our end-of-the-year field trip we visited two state parks dedicated to the past. Madison Buffalo Jump State Park preserves a pishkun, or buffalo jump, last used in the 1880s by local Indian tribes. Headwater State Park features displays of the early fur traders, the Lewis and Clark Expedition, Montana's gold-rush era, and graves of pioneer children who died of diphtheria in the 1870s.

Our class showed that one can learn history and have fun at the same time. We looked at old cemeteries, spent a few hours at the local library and in the local archives, and spent time with an old person talking about the past. Then we visited the real places where these people lived and struggled to survive the most primitive conditions—just a little over a hundred years ago.



In 1989 Montana will celebrate its centennial year. These students are well on their way to realizing that a hundred years ago isn't really that long ago, and that Montana is a relatively new state.

These were fifth graders but there are many ways to expand this idea to fit the curriculum for higher grades as well.

Shirley Groff teaches fifth grade at Hillcrest School in Butte.

Submit your teaching philosophy, point of view or a classroom idea for possible publication in Montana Schools. Maximum 250 words, typed, double spaced. Include name, position, address. Send to: Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59620.

Put a Bison in Your Classroom

The kids sat on a hill overlooking the wide expanse of Yellowstone's Lamar Valley. Ranger Dave was explaining the advance of glaciers down the valley, relating that action to the erosion experiment they had done that morning.

"Remember when I attacked your dirt piles with that block of ice?" he asked. "That same kind of thing happened here, during a time when large mammals roamed North America—well, like those bison over there!"

Everyone looked in the direction he was pointing. There, out of a ravine, came a string of shaggy bison, strolling out for another day in primeval America.



Ranger Jack and students explore a wilderness thermal basin in the remote Lamar Valley of Yellowstone National Park

Photo by Dave Price, National Park Service

For over 115 years people have come to Yellowstone National Park to recreate and to "re-create." Here, in the world's first national park, humanity began a great experiment to see if we could study and enjoy the wilderness qualities of a place while leaving them intact for future generations to know.

Here epic geologic forces created a landscape of geysers; hot springs; petrified trees; a vast volcanic caldera; peaceful forests, lakes, and meadows; and snow-capped mountains. Here live some of North America's largest wild herds of elk and bison, along with grizzly and black bear. All roam in a setting that, as author Rudyard Kipling noted during his 1889 visit, "has never known the axe."

Now fourth, fifth, and sixth graders can savor this American treasure. Using a new curriculum published with generous assistance from the World Wildlife Fund and the National Park Foundation, students everywhere can learn about Yellowstone. Equally important, they can use the park to learn in new ways about the basic subjects in their regular school curricula.

The materials, called *Expedition: Yellowstone!*, were written and tested by two ranger-naturalists with long experience in teaching kids in the outdoors, Jack De Golia and Joe Zarki. The materials are scheduled to be published by Roberts Rinehart of Boulder, Colorado, in the fall of 1987.

Lessons allow students to learn about the park either by studying it at their school or by combining classroom work with a trip (an "Expedition") to Yellowstone.

In the program's development phase, from 1984 to 1987, students came from private and public schools in Montana, Wyoming, Idaho, Utah and even from a public school in Florida! All aspects of the materials have been tested by experienced classroom teachers.

In his evaluation, Tom Zuch, principal and sixth grade teacher at Hope Lutheran School in Idaho Falls, Idaho, said, "I believe the experience will clearly have a lasting, constructive impact on the attitudes of all participants toward Yellowstone specifically, their environment in general, and their own responsible place within the scheme of things."

"Stimulating sensitive observations of the surroundings with all our senses is far more important than any specific information learned and gathered," he said. "We strongly feel that your approach, attitude, and specific activities are educationally sound, and [they] consistently put the emphasis in the right place."

The curriculum materials consist of a teacher's workbook and a storybook. Much of the material in the workbook can be reproduced for classroom use. The storybook, *Expedition Yellowstone, A Mountain Adventure*, by Sandra Chisholm Robinson, sets an imaginative stage for the active adventure ahead.

The storybook has original stories about the park, and each one focuses on one of the major concepts in the accompanying teacher's workbook.

Robinson recently was one of three national finalists for the Spur Award presented by the Western Writers of America. Her book was nominated as the best western juvenile novel published in 1986.

The teacher's workbook is truly interdisciplinary, with lessons, activities, and evaluations, in many curriculum areas, all tied to the major concepts. The workbook can be used to teach mathematics, science, social studies, and language arts. Published in a loose-leaf, binder format, the teacher's workbook will grow with the new program.

Teachers who buy the materials may register to bring an "Expedition" to the park. Registered teachers will also receive updates to the teacher's workbook as new activities are created and tested.

These expedition leaders (or "booshways," in mountain man lingo) reserve accommodations and are assigned a park ranger who helps them develop lesson plans, plan hikes and trips, and prepare logistically for the Expedition. A park ranger is also with the class during its entire stay in the park.

The accommodations are rustic cabins at the Lamar Buffalo Ranch, in the remote northeastern part of Yellowstone. At the Buffalo Ranch are a large log building with a full kitchen, showers, and dining and classroom facilities. There's also history: the Buffalo Ranch is where, at the turn of the century, wild bison were brought back from the brink of extinction by early-day rangers.

In this incomparable, wild setting, students spend most of their time on foot, conducting field studies of plants and animals in their varied and complex interrelationships. Those studies can be scientific or artistic in nature; they can be designed to reinforce mathematics, reading, writing or physical skills, or to suit some other educational goal.

But the program can add spice to your classroom even if you never visit Yellowstone. Many of the lessons are designed to be done in your home town. Others ask students to visit nearby environments or to use the school library.

The program's wide variety of activities leaves teachers free to choose the emphasis. The program's aim is to fit into existing needs and curriculum requirements, whether or not a teacher can actually mount an Expedition.

But suppose you can come to Yellowstone—what's it really like to spend two or three or four days with thirty kids in the wild splendor of Yellowstone? Here's what Lee Dalton, a fourth- and fifth-grade teacher from Snowville, Utah, and "booshway" for the first Expedition, said:

"Tuesday: The morning was cold but bright and after a hearty breakfast, the kids were led through a discussion of

geologic time by their two new ranger mentors. That was when the adults who had accompanied them began to realize the depth of understanding and learning the kids were going to gain from the week.

"Friday: When the bus finally drove out of the park, the Snowville kids and adults realized they were taking home far more than information. It was like magic up there. We took home a feeling of closeness and teamwork that welded the class together like none other I've ever seen. Yellowstone was a turning point in some of these kids' lives. It would be worth travelling a thousand miles for this experience!"

The effect of a pristine wilderness on young people can indeed be powerful. What hasn't made sense in the classroom may suddenly click in a young mind—we've heard a lot of "Oh's" on the trail. Erosion is suddenly not just an idea, it's a real thing. The math required to work a compass suddenly seems necessary. Storytelling becomes not just a pastime, but a way to bond a group together through the sharing of experience.

Expedition Yellowstone offers back as much as you want to put into it. Whether your expedition is taken in the classroom or in Yellowstone National Park itself, you may find that, in the words of John Muir, going to the mountains is going home.

For more information about this new program write:

Expedition Yellowstone
National Park Service
P.O. Box 168
Yellowstone National Park, Wyoming 82190
(307) 344-7381, ext. 2339

Yellowstone National Park: it's where the world began a new way of treating the land, it could give you a new way to teach your students.

Jack de Golia is a park ranger in Yellowstone National Park and one of the creators of the Expedition Yellowstone curriculum.



Geology meets Art: 5th graders make rubbings of a petrified tree stump high above Lamar Valley

Photo by Dave Price, National Park Service

Great Falls District Adopts AIDS Policy

by Audrey Olson

No matter the size of your district, the image and support of it are dependent upon keeping your public informed and involved. On sensitive and controversial issues it is imperative that public input is solicited. By phone and letter, people told us they were pleased that the Great Falls school board had adopted an AIDS policy before any students or employees were diagnosed as having the disease or carrying the virus. They also indicated they want to be heard regarding what they feel is appropriate for inclusion in AIDS education for kids.

The statistics on AIDS (Acquired Immune Deficiency Syndrome) are grim. Typical of the Great Falls school board, it was pro-active in addressing the needs for an AIDS policy before any students or district employees are diagnosed as having the disease or carrying the virus. The proposal required approval by the board at two meetings before the district could implement it. It is a mixture of portions of AIDS policies from Baltimore, Chicago, and Bridgeport, Connecticut.

Under the policy, students and school employees diagnosed as having AIDS or carrying the virus will be allowed to stay in school unless the City-County Health Department determines that their presence may present a threat to others. The policy also calls for children diagnosed with AIDS to be reported "immediately" to the superintendent and the city-county health department. The child may remain in school unless the superintendent decides otherwise, based on recommendations from medical officials. The policy also states that parents of a child who has AIDS or carries the virus will specifically choose a doctor to monitor the health of their child and report changes to "appropriate" school officials. The superintendent could exclude the child from school if the requirements are not met.

Other parts of the policy include home bound education for a child with AIDS when deemed necessary; notification to the child's parents if a communicable disease threatening to the child were to appear in the school system; a provision for limiting the number of people who know of a child's or an employee's AIDS case; and a release form to be signed by the parents of an AIDS victim that would absolve the district of responsibility for allowing the child to continue to attend classes.

In addition, the policy calls for the school system to undertake an AIDS education program. Knowledge is the best defense against AIDS. This portion of the policy has received the most inquiry from the public, concerned about what they see as a plan to teach specific classes about AIDS. The final curriculum will be formulated after careful consideration is given to public input.

Presently, in sixth grade students talk briefly about AIDS as a communicable disease in their "Growth and Maturation" unit. Parents are invited to preview the film that will be shown and to hear what the instructor will say.

The "Family Living" program at the secondary level is being reviewed and revised. A needs assessment questionnaire is being sent to parents of students in grades 7 through 12, former students, and business and community people. The curriculum, including AIDS education, will be developed from responses to the questionnaires. Two widely publicized forums will be held inviting the public to participate in structured brainstorming regarding AIDS education. The data will be reviewed for possible use in the curriculum. Parents will continue to have the right to refuse to have their child attend the class.

For copies of the Great Falls Public Schools' AIDS policy, write to Audrey Olson, Information Consultant, Great Falls Public Schools, P.O. Box 2428, Great Falls, MT 59403, or phone 791-2324.

Audrey Olson is the Information Consultant for the Great Falls Public Schools.



NATIONAL HISTORY DAY WINNERS AND 1988 PROGRAM

A team from C.R. Anderson School in Helena took top honors last spring in the National History Day competition at the University of Maryland in College Park. From left to right, Jennifer Barker, Mick DaSilva, Kristi Erickson and Christina Engstedt prepared a media entry, "The Flathead Indians: The Quest for Sovereignty," and won medals and cash prizes for their endeavor. Students from other Helena schools and from Judith Gap also earned qualifying scores.

Next year's History Day competition on the state level will be held May 7, 1988, in Helena. The theme is "Frontiers in History—People, Places and Ideas." If you are interested in adding an extra dimension to teaching by participating in this event, contact Jennifer Jeffries Thompson or Joan Haefer, Montana Historical Society, 225 N. Roberts, Helena, MT 59620 (444-4794).

Photo by George Lane

Education for the Next Century

"PROJECT EXCELLENCE: Designing Education for the Next Century" is the Board of Public Education's plan for meeting the mandate of HJR 16 of the 1987 Legislature. It is a process for completely revising the accreditation standards for Montana schools.

Over 400 teachers, administrators, college professors, legislators and other citizens participated in the public direction setting meeting held in September to set the general direction and priorities for the schools and education for the next century. Among the issues that emerged were: that education funding is the highest priority; that the state should make quality education a top priority; that Montana education should be the education of a world citizen; and that the state should provide leadership as a "facilitator, not a dictator of education." The complete executive summary of the direction setting meeting is available to interested citizens from the Board office.

Members of the eight action groups have been chosen by the Board's Accreditation Committee, and committees began work in October to rewrite the school accreditation standards. Starting from ground zero, the action groups of PROJECT EXCELLENCE will meet three times over the next four months to develop a new draft of accreditation standards for the Board. At the first meeting they defined student outcomes at three different grade levels. At their second meeting they will identify the resources, requirements and processes which will enable students to meet those outcomes. During the third

meeting the action groups will be comparing the new standards with the current standards and making appropriate modifications.

The Board of Public Education will review recommendations made by the action groups and by next May will hold nine public hearings on the draft. The document will be refined and presented to the 1989 Legislature.

These action groups also will be working and sharing recommendations with the legislative interim study committee chosen to oversee HJR 16 and the legislative interim finance committee working on this program.

The chairs and OPI facilitators of the action groups are:

Communications: Chair—Dr. Beverly Chin, Missoula; OPI Facilitator—Nancy Coopersmith

Fine Arts: Chair—Terri O'Fallon, Ronan, OPI Facilitator—Kathleen Molloy

Health & Physical Education: Chair—Dr. Alex McNeill, Bozeman; OPI Facilitator—Sue Paulson

Mathematics: Chair—Jim Williamson, Columbus; OPI Facilitator—Jim Whealon

Science: Chair—James Foster, Chester; OPI Facilitator—Roger Swearingen

Social Studies: Chair—Senator Bob Brown, Whitefish; OPI Facilitator—Barbara Patrick

Vocational Education/Practical Arts: Chair—Ken Walsh, Twin Bridges; OPI Facilitator—Curly Burns

Services: Chair—Mignon Waterman, Helena; OPI Facilitator—Francis Olson

In Search of Excellence

by Dr. Benedict J. Surwill

Over the past five or six years we are all aware of the outpouring of public concern about the state of education in this country to the point that it almost saturated public thinking in America. Perhaps the one publication that set off the national alarm concerning the declining quality of education in the public schools of our country was the "A Nation at Risk" report published in 1983. It was approximately one year after this publication that the faculty and administration in the School of Education at Eastern Montana College formed a partnership with the Montana Education Association (MEA) in an attempt to develop a model teacher preparation program.

As many reports have indicated, the quality of the education made available to the students in our elementary and secondary schools is directly related to the quality of the teachers we have prepared to teach in these schools.

To be sure, there are many other factors that have a strong relationship to the level of quality education provided in our schools; however, teacher preparation is positively one major factor that cannot be overlooked. The issues surrounding teacher preparation are complex. Regretably, various segments of the public that sit in educational policy making positions very frequently present simple answers to this extremely complex problem. We hear adamant charges that teaching today is no different from teaching when I went to school two, three, or four decades ago. Of course this is a false assertion. Teachers today and in the future must not only know their subject matter but they must be skilled in the science and art of teaching and know how to interact with children with diverse social, emotional, psychological and education needs. The demands placed on teachers are greater than ever before.

We at EMC have for some time felt that our teacher education program was in need of a complete re-examination. We were no longer confident that our current program was preparing teachers with the skills and knowledge base necessary for effectively serving the elementary and secondary schools in Montana today and in the future.

On October 31, 1984 the EMC School of Education faculty officially accepted an organizational plan for their partnership with the MEA and NEA to develop a model teacher preparation program at Eastern Montana College.

In our partnership we were determined to work together to attempt to find answers for developing a model teacher preparation program at Eastern Montana College. Jointly we were in search of "What academic content and professional experiences should be required in a college or university training program designed to prepare teachers?" Two major working committees were established which included equal membership on the two committees from MEA and Eastern Montana College School of Education faculty and administration.

The Project Program Planning Board began its work by first reviewing and examining numerous national reports on educational reform and reviewing current teacher preparation programs on the national scene. For the most part this was a time devoted to a review of the literature.

The next step involved developing a questionnaire to be used to survey some 2,000 practicing teachers and school administrators scattered throughout the state of Montana. This was a major task. Following the development of a draft questionnaire, the partnership between EMC and MEA was expanded to include the School Administrators of Montana (SAM). With this newly expanded partnership careful plans were laid to carry out the survey of some 2,000 teachers and school administrators located in 147 schools serving in 48 of the 56 counties in Montana. According to Office of Public Instruction reports for 1985-1986, there were 777 elementary, junior high schools, and high schools in Montana. There were 9,298.7 FTE equivalent teachers. Our survey sample included 19 percent of all the schools in the state and 21 percent of the FTE teachers in Montana.

We had arranged to administer all the survey instruments during the week of May 5-9, 1986. The total number of survey instruments mailed out equaled 2,541. We received 2,038



Dr. Surwill is Dean of Education at Eastern Montana College, Billings

Photo by Alicia D. Pryor, EMC

completed questionnaires or 80.2 percent. In addition 48 of the 53 EMC faculty completed the questionnaire. The survey returns were then analyzed on a computer by NEA in Washington, D.C. This information in conjunction with a variety of other data and reports will be used by our committees to help us develop our model teacher preparation program at EMC.

As I indicated earlier, the issues surrounding teacher preparation are complex; we have taken on a very challenging task. However, the future of teacher preparation in this country is now in great jeopardy. Numerous claims by na-

tional reports, national and state commissions, national and state accreditation boards, and governors' reports have laid much of the blame for the declining quality of education in this country to the poor quality of teacher preparation.

We at EMC, in partnership with the MEA and SAM, have not taken on a search for the Fountain of Youth, so to speak, to solve all problems on the national scene pertaining to teacher preparation. However, we are determined as a composite of three professional groups—classroom teachers, school administrators and college education faculty—to build a model teacher preparation program at EMC that will meet the needs of schooling in Montana today and in the future.

To date we have developed several reports, I call "findings reports":

Preliminary Findings Report #1, August 11, 1986.

This report presents an overview of the responses of approximately 2,000 respondents to Part I of the Questionnaire—Liberal Arts Component and Academic Specialty.

Part I

- A. Teacher Training
- B. Professional Education

Part II

- A. Major Functions of Teaching
- B. Developing Professional Skills

Preliminary Findings Report #2, October 18, 1986.

Reports the data analysis technique used.

Findings Report #3, January 30, 1987.

The purpose of this report was an attempt to balance the data analyses with the important questions for which we were seeking answers. This third report presents responses to the questionnaire as reported by the following five categories of professionals:

1. Elementary Teachers K-8
2. Elementary Principals K-8
3. High School Teachers 9-12
4. High School Principals 9-12
5. Superintendents

First Draft Document—Professional Education Component, July 2, 1987. Knowledge and Skills That We Believe All Beginning Teachers Should Have.



Wayne Gilman, vo ag instructor at Beaverhead County High School in Dillon (right), Jim Larson, vo ag instructor at Custer High School (left) and other vo ag instructors work at computers during a workshop conducted by OPI in cooperation with the Agriculture Education Department at MSU and AgriData Services from Milwaukee, Wisconsin. The purpose of the session was to familiarize teachers with the use of agriculture data bases and networks available through AgriData.

BOZEMAN TEACHER IS 1987 OUTSTANDING BIOLOGY TEACHER

Roscoe G. Montgomery, biology teacher at Bozeman Senior High School, has been selected as the 1987 Outstanding Biology Teacher for Montana.

The annual award program, conducted by the National Association of Biology Teachers, identifies and rewards excellence in biology teaching by selecting an outstanding biology teacher in each state. Program sponsor Prentice-Hall Publishing Company presents each award recipient with a "world class" pair of binoculars at a special honors luncheon held during the annual national convention of the NABT. With financial support from his school district, Montgomery was able to attend the annual convention in Cincinnati in October.

Nominations are now being sought for the 1988 Outstanding Biology Teacher Award. All public or private school teachers of grades 7-12 who teach primarily life sciences are eligible. Membership in NABT is not required, and candidates nominated in past years may be renominated. Nominations may be made by colleagues, administrators, students, the teachers themselves, or anyone else competent to judge the candidate's teaching effectiveness, ability, experience, inventiveness, and dedication to the teaching of biology.

The deadline for submission of completed applications is March 15, 1988. To receive more information or to submit a nominating letter, write Craig Kuchel, State OBTA Director, Florence Carlton High School, 5540 Old Highway 93, Florence, MT 59833.



SPORTS EQUITY REPORT RELEASED

Former Chief Justice Frank Haswell has released his final report regarding sports equity in Montana schools. He had been assigned by U.S. District Judge Charles Lovell to investigate whether boys and girls athletic opportunities are equal in Montana. During the course of his review Judge Haswell reviewed approximately 78 high schools and interviewed 1,253 people.

Judge Haswell found that the extracurricular athletic programs in Montana high schools do not violate Title IX, other federal and state statutes, or the Montana Constitution. He found that boys and girls athletic opportunity is substantially equal.

Haswell said in his findings that the current seasonal alignment of girls basketball and volleyball should be continued as they are without yearly reviews.

Judge Haswell also found that the Office of Public Instruction and the Montana High School Association are making good faith efforts to implement the Ridgeway Settlement Agreement and to advance sex equity.

State Superintendent of Public Instruction Ed Argenbright called the report "comprehensive and thorough" and a

"breath of fresh air for Montana school districts." He praised the commitment and sound judgment of school boards, athletic directors, coaches, teachers, and students. He said, "Equity does not begin and end in Helena. The advancement of sex equity in Montana is due largely to a very responsive school system."

Judge Haswell's recommendation will now be sent to the District Judge. "I fully anticipate that the U.S. District Judge will adopt Haswell's findings," Argenbright noted. "We in Montana can demonstrate to the rest of the country our commitment to equality of opportunity without federal intervention to change the way we participate in extracurricular activities."

If you have questions about equity issues or training opportunities, call Jim Whealon, Equity Specialist, 444-2413.

MALD PROJECT PROVIDES TRAINING FOR CURRENT AND ASPIRING ADMINISTRATORS

The Montana Academy for Leadership Development (MALD) is based on the philosophy that administrators can and do make a difference in determining the effectiveness of schools. Training will be provided through the project on five identified areas of need: assessing and improving school climate, developing public confidence in educational programs, developing instructional supervision skills, evaluation of curriculum, and appraising personnel performance.

MALD, directed and managed by the School Administrators of Montana, also will develop procedures to train newly appointed and aspiring administrators including women and minorities with a special focus on specific identified needs.

If you are thinking about a future in school administration, contact David M. Bishop, Project Director, Montana Academy for Leadership Development, 515 North Sanders, Helena, MT 59601-4597.

PAIDEIA PROGRAM SEMINAR COMING TO MONTANA

The Office of Public Instruction is making arrangements for a Paideia Program Seminar which will be held in Montana on April 22-23. Dr. Mortimer Adler, author of *The Paideia Proposal* and other Paideia books, will be featured at the seminar. The Burlington Northern Foundation will underwrite costs for the seminar, the first Paideia seminar presented for a statewide educator audience through a state department.

Up to 50 school teams will be invited to participate in the conference. Teams should consist of a superintendent, a principal and two teachers. Travel and release time will be the responsibility of the school district, but the Burlington-Northern Foundation grant will cover room, board, and materials for the conference.

If your school is interested in sending a team to the seminar, please call or write Marilyn Miller, Executive Assistant, Office of Public Instruction, State Capitol, Room 106, Helena, MT 59620 (444-3656).

1986-87 PHYSICAL FITNESS CHAMPION SCHOOLS ARE ANNOUNCED

The President's Council on Physical Fitness and Sports has announced its 1986-87 Physical Fitness Champions. The program is cosponsored by the President's Council and the American Alliance for Health, Physical Education, Recreation and Dance.

Montana's physically fit schools are Frenchtown Elementary School and Bozeman Junior High School. Winning schools will receive a certificate and an individual award patch for each student who won the Presidential Physical Fitness Award.

For information on how to become involved in this program, contact Spencer Sartorius, Health and Physical Education Specialist, Office of Public Instruction, 444-4434.



The Missoula Vocational-Technical Center received a presidential citation for the exemplary partnership created between the center's commercial truck driving program and the program's advisory committee. The citation is awarded to the statewide program which best exemplifies an outstanding partnership with private industry. The award ceremony to present the certificate signed by President Ronald Reagan was held at the Office of Public Instruction in October. From left to right, Dr. Dennis Lerum, Director of the Missoula Vocational-Technical Center; Jace Whitson, representative of Watkins & Shepard Trucking; State Superintendent Ed Argenbright; and Ben Hovedahl, Head of the Montana Motor Carriers Association.

Getting Th

Spotlight On

Helena's Development

If you have an elementary teaching certificate, enjoy having 20 or so 5-6 year olds tugging on you, and don't mind responding to "Teacher!" several hundred times a day, you could teach in a readiness kindergarten classroom like the one at Rossiter School in Helena.

We visited the Rossiter School and its primary transition program. What we found was a warm, caring, enthusiastic atmosphere where the emphasis is on allowing each child to get a good start in school by succeeding at his or her own pace.

Kindergarten teacher Nancy Emmert, the force behind the Helena district's adoption of the Developmental Placement Program, said, "Children who go to school before they are mature enough to cope may suffer for the rest of their lives for this one mistake in timing. As educators, we feel it is better to prevent the problems of possible retention, unnecessary learning disability labels and/or behavior problems that occur with frustration."

The developmental point of view maintains that behavior is a function of structure and that growth is **orderly, structured, and predictable**. Each child will go through a somewhat predictable cycle of developmental stages. In this respect each child is like every other child. However, every child has a particular rate and pattern of growth. In this way each child is different from every other child.



Down the hall Nancy Emmert teaches a regular kindergarten class to children who are developmentally five years old and ready to start kindergarten level work. They are positive and eager to please; they can write their names and count, and they like to be part of a group. Upon completion of kindergarten, the majority of these students will proceed directly to the first grade.



Sheila Bieber teaches one morning section of readiness kindergarten every day. These children are old enough chronologically to be in kindergarten but not ready developmentally for the kindergarten program. They have short attention spans and need to spend more time on gross motor activities. They spend a lot of time up and around the room. These youngsters are somewhat disruptive, but that is exactly what Bieber expects of them—no less, no more. They are here to learn how to get along with other children, how to play and listen and take instruction.

For more information on the Helena district, contact Linda Hutton, Principal, Lincoln Elementary, or Mary Winslow, Assistant Superintendent.

Them Ready

mental

Placement Program

How They Did It

It took about four years for the Helena district to get the Developmental Placement Program under way. It began when Rossiter kindergarten teacher Nancy Emmert attended an inservice session in Kalispell (one of the first school districts in Montana to adopt the developmental placement program). She was so enthused about the benefits of the program that she took the testing inservice and, as a member of the Helena Kindergarten Review Committee, proposed that the committee consider developmental screening and placement as a part of the Helena kindergarten program. Principals Karen Sexton and Warren Morehouse and other committee members visited Elrod School in Kalispell and were very impressed with the benefits of the pre-kindergarten and pre-first classes. After a presentation to the school board, Helena kindergarten teachers, some specialists, and Rossiter School principal Brad Morris participated in a two-day workshop on how to administer and evaluate the Gesell Developmental Screening Test.

The trained teachers began in early spring testing prospective students and doing public relations work with parents. "It is important for parents to understand that it's to their child's benefit," Emmert said. "Readiness for school is being ready socially, emotionally, physically, and intellectually and being able to cope with the stress of being there."

Rossiter School was able to implement the readiness kindergarten class and the primary one class this fall without additional cost because there were enough sections of kindergarten and first grade to divide the students into appropriate classes without additional sections or staff.

This was a district pilot program, so once Rossiter area students were served, any open slots were offered to other district students. The program now serves seven children from outside the Rossiter boundaries.

The teachers at Rossiter, principal Morris, and district officials are monitoring the status and progress of students very closely. One child has been moved from the kindergarten program into the primary one class because she was academically and developmentally ready to move on. The teachers have a close communication and know each other's students, their problems and strengths.

The key word in this program is "success."



Those students who have finished kindergarten but who are not ready for first grade have been placed in Jane Bishop's primary one room. These children are being given the gift of time to grow and mature in order to use their innate abilities to the utmost. They also need to move around and develop visual and motor control and would be frustrated by a regular first grade classroom. This room gives them one more year to prepare for the structure of an academic classroom. Bishop said, "Your head isn't the only thing that comes to school; we have to look at the whole child."



First grade teacher Marjorie McGinley said, "I can really see a tremendous difference; this has been a marvelous year for me." Her students are quiet, good listeners, and thinkers. McGinley doesn't have to stop teaching the group to work individually with four or five students who aren't ready for the skills she must teach them. These first graders are ready to be successful, enthusiastic students!

In the Helena program, call or write Karen Sexton, elementary, Helena, MT 59601 (442-7750) or Erv Morris, superintendent (442-5773).

NEWS BRIEFS

CHILD FIND DIRECTORY HELPS FIND CHILDREN

Child Find of America, Inc. has announced that, through the use of the Child Find Photo Directory of Missing Children, 27 parentally abducted children were located in 1986 and 9 have been located in 1987.

The annual directory was distributed in 1987 to over 110,000 public and private schools across the United States and to over 40,000 libraries and law enforcement agencies. Additional copies of the directory are available for the postage costs from Child Find of America, Inc., Box 277, New Paltz, NY 12561, (914) 255-1848.

ENGLISH TEACHERS ANNOUNCE WINNERS IN WRITING CONTEST

The National Council of Teachers of English has announced national winners in its Promising Young Writers competition for eighth grade students, and Montana had one of 327 honored students.

Carter Searles, now a freshman at Sentinel High School in Missoula, was an eighth grader at Missoula's Washington School when he wrote an entry on the subject, "If you went back in your own life, what day or event would you like to live over?"

Searles' teacher at Washington School was Roberta J. Burnett.



MONTANA SCHOOLS EDITOR LEAVES OPI

Ellen Meloy, OPI's public information officer since March of 1984, has left her position in the office to divide her time between part-time positions in the Montana State Centennial Office and the Montana Historical Society. OPI staff members and our readers will miss Meloy's writing and artistic abilities and her professional concern for all OPI publications.

Public information and editorial duties will be assumed for an interim period by Marilyn Miller, Executive Assistant. If you have questions or concerns about office publications or if you have an article you would like to submit for *Montana Schools*, please contact Miller at 444-3656.

NASBE CAMPAIGNS TO MANDATE AIDS EDUCATION

The National Association of State Boards of Education (NASBE) has announced that it will conduct a national campaign to increase the number of states mandating effective AIDS education. Working jointly with the Atlanta-based Centers for Disease Control (CDC), NASBE will develop a *Policymakers Guide to Effective AIDS Education* and will assist seven states to develop AIDS policies in the first year of the five-year period.

NASBE's executive director said, "We are anxious to work with states to develop policies that will hold schools accountable for teaching students about AIDS. At the same time, we recognize the need for maximum local flexibility in delivering AIDS education in a manner that communities can support."

During the first year of its project, NASBE will select a panel of medical authorities, developmental psychologists and others knowledgeable about AIDS to advise states on research, age appropriateness of curricular content, and other aspects of policy development. State boards of education will be assisted in forming state task forces to develop public support, address controversy, and build consensus on AIDS education objectives and implementation.

MONTANA TEACHER EDUCATION PROGRAM RECOGNIZED

Montana is one of six midwestern and western states to have its teacher education program approval process recognized under a new national system of the National Council for Accreditation of Teacher Education (NCATE).

Until now, both state education departments and NCATE have evaluated teacher education programs at individual institutions of higher education. The new system reduces duplication in the review process for teacher education institutions by ensuring that the state and NCATE will accept each other's efforts, standards and procedures for the improvement of teacher education.

Ted Sanders, Illinois State Superintendent of Education and chair of NCATE's State Recognition Board, said, "These states are to be commended for their commitment to the teaching profession. Implementing this national recognition process is a major step toward ensuring greater uniformity in determining the quality of teacher education throughout the country."

Montana Superintendent of Public Instruction Ed Argenbright commended NCATE's new national system and its recognition of Montana's ten-year effort in the area of teacher education.

CUT BANK DISTRICT EARNS NATIONAL RECOGNITION

The Cut Bank Public Schools earned an honorable mention award in the recent National School Public Relations Association 1987 School & College Publications Contest. The award, in the school calendar division for school districts with under 3,000 students, was presented for the Cut Bank district's "1986-87 Activity Calendar & Parent Handbook."

MATH CERTIFICATION AND CURRICULUM STUDIES

Two important committees are now at work on projects which will significantly impact the future of mathematics education in Montana. Jim Williamson, Mathematics Coordinator for Billings Public Schools, is chairing the Mathematics Curriculum Committee for Project Excellence.

This committee, part of the Board of Public Education's review of the accreditation standards for Montana schools, will develop new standards for mathematics curriculum grades K-12. When adopted by the Board, they will define student outcomes for knowledge of mathematics and will be the criteria by which school mathematics curriculum will be evaluated. Presently, the draft reflects the thinking of the national standards developed by the Commission on Standards for School Mathematics established by the National Council of Teachers of Mathematics.

The second committee, headed by Marie Vanisko of Carroll College in Helena, is revising the teacher certification standards. These standards affect the preservice programs developed by teacher education institutions in Montana for the preparation of elementary and secondary teachers.

Both of these committees would appreciate any input from Montana teachers. If you have suggestions or recommendations, contact Jim Williamson, Mathematics Coordinator, Billings Public Schools; Marie Vanisko, Mathematics Department at Carroll College in Helena; or Dan Dolan, Mathematics Specialist, Office of Public Instruction who will forward them to the proper committee.



Educational leaders from Japan spent several days in Montana in an effort to establish personal computer links between Montana and its sister state, Kumamoto City, Japan. Two of the Japanese officials listen to their interpreter, Kazuo Arita of Montana State University (left) during a meeting with Superintendent Ed Argenbright. The group then traveled to Missoula to visit schools there. Washington Middle School in Missoula is the Montana contact with the Japanese school involved in the project.

Resource Notes, by staff specialists at the Office of Public Instruction, give Montana educators a variety of useful information and access to important resources in specific subject areas. If you have any questions about what you read here or simply need assistance, call OPI, 444-3095.

HEALTH & PE

Schools Without Drugs: The Challenge

Secretary of Education William J. Bennett initiated the "Schools Without Drugs" campaign with the 1986 publication of *Schools Without Drugs*. This handbook describes the most reliable and significant research findings available on drug use by school-age youth and recommends prevention strategies that have succeeded in numerous schools across the nation.

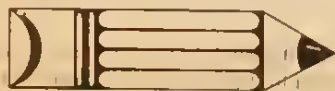
The following year, Secretary Bennett launched Phase II, "The Challenge," to help schools and communities mobilize their efforts to stop drug and alcohol use among students. Fourteen national educational, parent, law enforcement, and business organizations joined forces with the Department to provide resources to schools and to arrange for local contact persons to assist schools.

By making the pledge to begin or sustain an alcohol and drug prevention program, a school or district joining The Challenge qualifies for the following: the Challenge Newsletter, assistance from the Challenge cosponsors, a congratulatory letter from the Secretary of Education, the opportunity to purchase The Challenge Banner (\$11.07), and the Challenge Network Directory (What are others doing? Who are they?).

To join The Challenge, a school or district completes a pledge card as a symbol of the united effort of the school, students, parents, and community to work to apply the principles of *Schools Without Drugs*. Individual schools may submit their own pledge cards, or a district may enroll all of its schools with a single pledge card representing a district task force for alcohol and drug prevention. Districts include a list of their schools, principals, addresses, and telephone numbers with their pledge cards.

All member schools and districts are asked to keep The Challenge updated on their policy changes, program developments, and recent activities to be shared with others through the newsletter and the directory. For further information or applications contact Spencer Sartorius, Health & PE Specialist, Office of Public Instruction, State Capitol, Helena, MT 59620 (444-4434) or the U.S. Department of Education, The Challenge, Washington, D.C. 20202, (202) 732-4161.

—Spencer Sartorius
Health & PE Specialist



ARTS IN EDUCATION

New Center Created

Good News! A National Arts Education Research Center has been created jointly by the Department of Education and the National Endowment for the Arts. It is one of several centers established by the Department of Education to study what students learn and how they are taught and assessed.

Secretary of Education William Bennett said, "The arts are an essential element of education, just like reading, writing and arithmetic. Music, dance, painting and theatre are keys that unlock profound human understanding and accomplishment."

Arts Endowment Chairman Frank Hodsell said, "We hope these research efforts, combined with other activities initiated at the federal, state and local levels, will help provide an informed basis for making the arts a basic and sequential part of the curriculum in schools throughout the country... Our young people—indeed all Americans—need, and deserve a better sense of the civilization of which they are a part and, in an age of television, of the essential vocabularies of the visual, aural and movement arts, as well as the literary arts."

For more information on the two divisions of the Arts Education Research Center and their specific studies, contact Janet Athwal, Office of Public Instruction, 444-4442.

Project Excellence

At the state level, the Board of Public Education's Project Excellence began its hard work through eight action groups, one of which is "Fine Arts." Members of that group are: Chairperson, Terri O'Fallon, elementary principal, Ronan; Sarah Campbell, elementary teacher, Butte; Ron Conrad, high school drama teacher, Glendive; Gloria Curdy, high school librarian, Missoula; Kyle Harris, layperson, Helena; Betty Hoffman, retired music teacher, Deer Lodge; Ken Jones, assistant dean, College of Art and Architecture, MSU, Bozeman; Jim Poor, art supervisor, Great Falls; Richard Sietsema, music professor, Western Montana College, Dillon; Paul Stahl, school board trustee, Helena. Facilitator for the group is Kathy Molloy, and the resource person is Janet Athwal, both from the Office of Public Instruction.

The tasks of the action group are to: 1) produce goal statements and learner outcomes in each subject area at three levels (end of 3rd, 8th and upon graduation); 2) define the resources and processes by which these goals may be achieved, and 3) review and adapt the current accreditation standards to become learner outcome-based standards. The groups will be working until February 1988.

For information on the project, contact the Board of Public Education, 444-6576, or any of the committee members, the facilitator or the resource person. If you need addresses or phone numbers, call Janet Athwal at 444-4442.

Art Materials Available

In preparation for work with the fine arts action group of Project Excellence, a "State of the Art" paper on the fine arts was prepared and is available to anyone. Contact Janet Athwal, 444-4442.

Also available as soon as it can be printed is the new "Visual Art Curriculum Guide" which many of you have requested. Please send your name and address on a postcard or call in that information so that we can send you a copy when it is published. Contact Janet Athwal, 444-4442.

For a FREE copy of *The Art of Western African Kingdoms* for upper elementary and secondary school levels contact Smithsonian Institution Press, P.O. Box 4866, Hampden Station, Baltimore, MD 21211 (while they last).

Update on Suitcase Art/SAFIRE Project

The six Suitcase Art units (DaVinci, Rembrandt, Monet, Klee, Picasso, Davis) are available again. This year a new series of learning modules developed through Project SAFIRE (Suitcase Art For Isolated Rural Education) will be available.

Three modules created by Louise Porzig, Helena, exhibit the following themes:

1. *Art & The Land*: Earth, Air, Fire and Water (available Nov. 15, 1987)

2. *Art & Illusion*: Perspective, Geometry and Representation (available Jan. 1, 1988)

3. *Art & Character*: Masks, Fools and Clowns (available Jan. 1, 1988)

For information or to order suitcase art, call Dorothy Farrell (444-3095).

These suitcases were demonstrated at the teachers conference in October and at a staff development class sponsored by OPI's Montana Facilitator Project. For inservice possibilities contact Ron Lukenbill (444-2080) or Louise Porzig (442-6779 a.m., 443-6412 p.m.).

—Janet Athwal
Arts Education Specialist

TRAFFIC EDUCATION

Traffic Educator/Automobile Dealer of the Year

OPI and the Montana Traffic Education Association (MTEA), in conjunction with the Montana Automobile Association, are initiating an annual recognition program for traffic educators and automobile dealers. Nomination forms have been mailed to all school district superintendents. If additional forms are needed, please contact OPI.

Spring Conference

The 1988 OPI/MTEA conference will be held May 1-2 in Great Falls; the tentative site is the Rainbow Hotel. Mark your calendar now and reserve these dates. We hope to see you all there.

—Curt Hahn
Traffic Education Specialist

Stolen Cars

Is your car on the hit list? According to a recent Insurance Institute for Highway Safety study, the Volkswagen GTI is the most frequently stolen car. The following 1984-86 passenger cars are also hot prospects (in order of most likely to be stolen): VW convertible, VW Jetta 4-door and 2-door, Saab 900 2-door and 4-door, VW Golf, Porsche 944, Peugeot 505, Volkswagen Scirocco, Mercedes Benz 190D/E and 500 SEL.

The cars least likely to be stolen are those made by GM, Ford, Chrysler and Subaru's DL/GL 4-wheel drive wagon.

One More For The Road

Drive drunk and you could have a date with death. Get caught and all your dates will be with MOM. That warning is reaching teenagers across America through ads in newspapers and on radio stations. The ad and companion radio spot were created by a Virginia copywriter/art director team. Theirs was the winning entry in a week-in-Paris contest in which more than 1,000 teams from the nation's top ad agencies competed. The contest was sponsored by *Reader's Digest*. The winning ads were distributed to more than 20,000 high schools. Students then persuaded media in their home towns to run the ads. Each high school was invited to participate in the second *Reader's Digest* \$500,000 "Don't Drive and Drink" challenge. Students were encouraged to implement programs to discourage drinking and driving. Students at 115 high schools with the best programs were awarded college scholarships made possible by a grant from the *Reader's Digest* Foundation. For a complete set of posters from the contest, send \$6 to "One More for the Road," *Reader's Digest*, Box 25, Pleasantville, NY 10570.

NHTSA Decision Will Mean More Air Bags Sooner

The National Highway Traffic Safety Administration (NHTSA) will extend until September 1, 1993 its one-car credit toward meeting the automatic restraint rule for autos equipped with driver-side air bags. By the start of the 1994 model year, all new cars equipped with air bags must provide automatic protection for front seat passengers says NHTSA. The final rule requires that for cars equipped with driver air bags, the front passenger's seatbelt must meet the dynamic crash test requirements of Federal Motor Vehicle Safety Standard (FMVSS) 208. Secretary of Transportation Elizabeth Dole said, "The action we are taking (will)... result in the installation of more air bags sooner than would have occurred without this rule. It will also encourage the orderly development and production of passenger-side air bag systems." (Reported by *Status Report*, Insurance Institute for Highway Safety, April 11, 1987)

RESOURCE NOTES

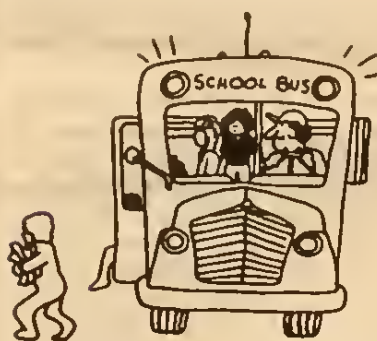
PUPIL TRANSPORTATION

New Commercial Vehicle Licensing—A Hot Topic

By now you should have received information from our office or through public meetings concerning the new commercial vehicle endorsement program. Your currently certified school bus drivers will be "grandfathered" into the new licensing endorsement, but you will have to make sure that your present drivers apply for the proper type and classification of endorsement. Remember, this does not have to be done until their present chauffeur's license expires (after January 1, 1988).

We are still working to solve some problems created by this new licensing procedure and hope that we can come up with acceptable solutions. Every effort will be made to keep you informed.

If you need additional information, please feel free to contact the Commercial Vehicle Operator's Section of the Driver Services Bureau at 444-3244 or write them at 303 North Roberts, Helena, Montana 59620. You may also contact Terry Brown at 444-4396 if you need further explanation.



Student Unloading Procedures

Are we sometimes missing a very important concept when we discharge students from our buses at unloading areas? The answer is "Yes," according to Lee Comeau, a pupil transportation specialist from New York.

All too often we hear about a near fatal school bus accident where a "road crosser" was almost hit by a passing motorist. Children who cross in front of the bus need the undivided attention of the bus driver. When discharging a mix of crossers and non-crossers at a stop, drivers should discharge the crossers first and observe their crossing carefully. This procedure puts the bus driver in a better position to monitor the different behaviors of the "crosser" group. When these students all are safely across, the driver should discharge the non-crossers. When all children are safely away from the bus, the driver should proceed with caution, checking mirrors as the bus begins to move.

If non-crossers are discharged first and waiting motorists observe the non-crossers, there is an increased chance that they could become impatient and pass the bus just when crossers are being discharged.

"The cheapest, most economical safety available to mankind is that which is purchased with time: time well spent to execute

safety procedures will generate well spent time from future generations," said Comeau.

Pupil transportation safety is important to all of us, and we don't want to be directly or indirectly responsible for the tragedy that accompanies a fatality. Safety doesn't just happen; it evolves from the continuous expenditure of time and effort from all of us. Effort must be continuous and intensive; one without the other is useless.

The Office of Public Instruction is emphasizing safe school bus loading and unloading for grades K-3 this year with classroom and bus posters. If you have not received the posters, please call Terry Brown at 444-4396.

—Terry Brown
Pupil Transportation Specialist

LIBRARY MEDIA

Coming This Spring to MLA

A chance to learn about small library automation with two leading experts!

Bob Skapura—Bob is a long-time school librarian and one of the original founders of the Library Software Company, which developed "Overdue Writer" and "AV Catalog Writer." When Library Software Company was purchased by Follett, Bob returned to being a school librarian, which is where he is today: the sole librarian in a high school with an enrollment of 2200 students (with one assistant). Bob has developed "Skills Maker," a hands-on, learn-by-doing approach to teaching library skills. He is also a first-class expert in using Appleworks for small library management! Come and hear how Bob manages his library and get some ideas on how to better manage yours.

Eric Anderson—Eric also has been a school librarian, but lately he is involved with public libraries. He currently works for a ten-county regional library system in southern Ohio, where, on occasion, he is caught driving the bookmobile through the Appalachians. Eric is the editor of the *Wired Librarians Newsletter*, an occasionally published "rag" of comment and reviews on issues of library automation. He has written the *Primer of Library Microcomputing* and manages "Micro Libraries," a private library/computer consulting firm. Eric often plays "devil's advocate" on automation issues for the library community. Eric will challenge and question your thinking!

What?

Sixteen hours of workshops presented both jointly and individually by Eric and Bob. These include workshops on using Appleworks for library management, teaching library skills, how to automate and how to expand on what you've already done, issues in automation, MARC records and bibliographic utilities, and how to do microbased library resource sharing.

Where?

Montana Library Association Convention, Colonial Inn, Helena, April 28, 29, 30, 1988.

AND...

These workshops will be available for graduate credit through Western Montana College.

For more details, watch for the conference mailing, or contact Margy Rolando, OPI, 444-2979.

—Margy Rolando
Library Media Specialist

EQUITY

New Equity Funding

Gender Expectations in Student Achievement (GESA) is beginning another year in Montana schools. We are anticipating that an additional 350 teachers and 20 facilitators will be trained. Teacher training is proceeding at the present time, and facilitator workshops will begin in late spring.

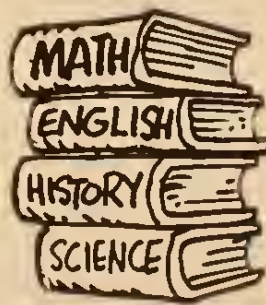
The Office of Public Instruction recently submitted its 1988-89 Title IV grant which includes increased funding for GESA and Expanding Your Horizons programs.

Expanding Your Horizons in Math and Science will present twelve regional EYH conferences. Local volunteer committees are working to make arrangements for these workshops. Financed locally with fund raising efforts at an average cost of \$4,400, these workshops are targeted to young women grades 6-12 to expose them to the importance of math and science in career decisions and choices and to nontraditional occupational opportunities.

We also are in the process of planning three regional Equity Principal conferences for this winter.

For more information on any of these programs, call Jim Whealon at 444-2413.

—Jim Whealon
Education Equity Specialist



GUIDANCE

Workshops on Math/Science Requirements

The Office of Public Instruction will sponsor two conferences for counselors and administrators entitled "Counseling, Students' Needs, and the Technological Society: High Touch in a High Tech Age." The conferences will be at the Missoula Vocational-Technical Center on February 10, 1988, and at the Great Falls Vocational-Technical Center on March 1.

The purpose of the conference is to inform counselors and administrators about

the math and science requirements for postsecondary education and for potential careers. Speakers will include a business representative, a high school counselor, a college advisor, a vo-tech advisor, and individuals representing the fields of math and science.

Attendance is limited to 60 persons per site. Registration for the Missoula conference is due at the Office of Public Instruction by January 29. Registration for the Great Falls meeting is due at the Office of Public Instruction by February 26. No registration fee will be charged, and lunch will be provided at the centers.

Materials have been sent to secondary counselors and administrators. If you need additional information, contact Judy Birch, Guidance Specialist, at 444-5663.

—Judy Birch
Guidance Specialist

MATHEMATICS

Standards for School Mathematics

The Commission on Standards for School Mathematics of the National Council of Teachers of Mathematics (NCTM) has just released its first draft of the Standards for School Mathematics Curriculum. During the past summer, four groups of mathematics educators developed 50 standards for the mathematics curriculum which have been grouped into four categories for grades K-4, 5-8, 9-12, and evaluation. These standards are now available for review by mathematics educators throughout the country. The Commission is anxious for teacher input and reaction to the standards before final revision during the summer of 1988.

The standards themselves are a response to the current crisis in the teaching and learning of mathematics and the national call for reform of the mathematics curriculum. All these reform efforts hold a consensus view that students need to learn more, and often very different, mathematics and that the teaching of mathematics must be significantly changed and improved. All students should have an opportunity to learn the mathematics that they will need as we move into the Twenty-First Century, and the emphasis and topics of the present curriculum should be altered.

Most important, methods of instruction need to emphasize exploring, investigating, reasoning and communicating on the part of all students. Teachers must view their role as guiding and helping students to develop their mathematical knowledge and power rather than developing rote skills better accomplished through the use of technology.

The standards hold the view that classrooms should be places where interesting problems are explored using important mathematics ideas. Students should be found calculating and recording the measurements of real objects, collecting information and describing their properties using new data analysis techniques and exploring the properties of a function by examining its

RESOURCE NOTES

graph utilizing computer graphing programs.

The standards recognize that students will study much of the mathematics currently taught but with a much different emphasis. It also envisions some math being taught which has received little or no emphasis in the present or past curriculum. Students should be actively engaged in making conjectures and discussing ideas, communicating their ideas to each other and interacting with the teacher.

While some readers of the standards may picture this mathematics class as idealistic, traditions, consumptions and constraints underlying current educational practices must be changed. Teachers often find it impossible to teach new and interesting mathematical topics or to create an active classroom environment because of outside constraints. Mathematics curriculum is often driven by textbooks which are a collection of vaguely related concepts and skills, or curriculum is developed for the purpose of satisfying standardized tests which are heavily based on simple rote skills. Students are evaluated only on the basis of paper and pencil tests, while thought processes and reasoning skills are not considered. The emphasis on paper/pencil skills as a simplistic form of evaluation has effectively separated students from mathematical reality, inquiry and intellectual growth.

The standards have five general goals which are reflected across grades K-12. These standards are: becoming a mathematical "problem solver," learning to communicate mathematically, learning to reason mathematically, valuing mathematics, and becoming confident in one's ability to do mathematics.

These goals imply that students should have numerous and varied interrelated experiences which allow them to solve complex problems; to read, write and discuss mathematics; to conjecture, test and build arguments about a conjecture's validity; to value the mathematics enterprise and mathematical habits of the mind and the role of mathematics in human affairs; and to be encouraged to explore, guess, and even make errors so that they can gain confidence in their actions. The heart of the standards is the view that **all** students should have an opportunity to have these kinds of experiences in an exemplary mathematics program.

If you are interested in reviewing the standards, or if your district is in the process of developing curriculum or selecting textbooks during the upcoming year, copies of the NCTM standards are available for district review. We would, however, appreciate that if copies are distributed, they be reviewed and that input be submitted to the Commission.

For additional information on the standards or for an opportunity to comment and/or review them, please contact Dan Dolan, Math/Computer Education Specialist, 444-4436.

Mathematics and Science Inservice

Do the mathematics and science programs in your district need some help? Are computers and calculators an integral part of your mathematics program? Is your district

in the process of revising your mathematics or science curriculum and/or choosing new textbook series? If the answer to any one of the above questions is yes, then your district could profit by some exciting and valuable inservice in the areas of mathematics and/or science.

During the last two years 90 elementary teachers completed training in the Excellence for Montana Mathematics and Education Project (EMME). Thirty teachers from grades 7-12 completed one summer of training as part of the Integrating Mathematics Programs and Computer Technology (IMPACT). Fifty elementary teachers have been involved in a month-long summer workshop in the Better Elementary Science Teaching (BEST) project.

All of these teachers are ready, willing and able to provide teachers in your district or region with valuable inservice in the area of mathematics and/or science. Most districts in the state have funds available through the math/science legislation. These programs, funded by the National Science Foundation, have additional funds necessary to assist districts in providing staff development programs. If you would like a list of these leaders or additional information on how your district can provide quality inservice programs in the areas of mathematics and/or science, contact Bob Briggs, Science Specialist at 444-4439 and/or Dan Dolan, Math Specialist at 444-4436.

IMPACT

The Integrating Mathematics Programs And Computer Technology (IMPACT) project once again is seeking applications from interested mathematics leaders in grades 7-12 to participate in this summer's Computer/Mathematics Leadership Training program at the University of Montana.

Teachers attending the program will receive a \$1,200 attendance stipend and expenses for room, board, travel, books and supplies. Participants may receive 12 graduate credits in mathematics if they wish.

For further information, project brochures and/or applications for the project contact Rick Billstein, Mathematics Department, University of Montana, 243-2603; Lyle Andersen, Mathematics Department, Montana State University, Bozeman, 994-5331; or Dan Dolan, OPI, 444-4436.

The Challenge

On March 10, 11 and 12, 1988 an exciting mathematics inservice mini-conference will be presented in Missoula entitled "The Challenge of the Unknown."

The conference will be based on the nationally acclaimed videotape series developed by Phillips Petroleum Company to show students how mathematical problem solving is applied in the real world.

The program is designed for teachers of mathematics, grades 6-9. Each teacher attending the conference will receive a complete set of the videotapes, the teaching guide for the series, and a set of classroom activities to help incorporate this videotape

series into the regular mathematics curriculum.

This conference will be one of three presented throughout the state. It is designed to serve teachers in the western Montana region. Two additional conferences will be scheduled later in the spring or next fall in other regions.

For more information regarding the conference or applications for attendance, contact Dan Dolan, Math Specialist, 444-4436.

Math Inservice

The Mathematics Education Inservice for Montana (MEIM) project recently received funding from the higher education portion of the Math Science Bill (P.L. 98-377). This project will provide three conferences focusing on geometry in the elementary and secondary schools. The first conference will be held in late January at Carroll College and will be directed at geometry in the elementary grades 1-6. The second session will be held in Bozeman and will deal with geometry in the middle school. Secondary school geometry will be the focus of the third conference in Missoula.

Teachers from areas surrounding these sites will be invited to attend a one-day session presented by these experts. For more information on the MEIM project contact Jim Trudnowski, Mathematics Department, Carroll College, or Dan Dolan, OPI, 444-4436.

—Dan Dolan
Mathematics Specialist

GIFTED EDUCATION

Excellence is not a matter of skill, ability or effort, but rather the stand that we are: a reflection of our world in real outcomes in our state and nation.

The Review, 1987

School districts in Montana are holding to their conviction that quality of opportunity, quality of difference and quality of results are of major importance in servicing their gifted and talented students.

We applaud the school districts who have built and extended their educational service patterns to meet the learning capacity of **all** students in their districts. The challenge now, with budget cuts and the change in status in the accreditation standards from "minimum" to recommended, is for school districts to take a stand on "excellence" for all students.

1987-88 State Funded Gifted and Talented Grants

For the first half of the biennium the following districts have been awarded state competitive grants to develop new district programs or to support the needs of existing programs:

Arlee Elementary, Arrowhead, Ashland, Belt, Carter, Cascade Elementary, Centerville, Clyde Park, Columbia Falls Elementary, Culbertson, Cut Bank High School,

Dawson County High School, Fort Shaw, Great Falls, Hamilton Elementary, Hardin, Havre Elementary, Helena High School, Highwood, Hillcrest Elementary-Harlowton, Independent, Joliet Elementary, Kalispell Elementary, Laurel Elementary, Libby, Lolo, Lone Rock Elementary, Marion, Montana City, Pine Creek, Richland, Rocky Boy, Saco, Seeley Lake Elementary, Stevensville Elementary, Sun River, Swan Valley Elementary, Twin Bridges Elementary, Ulm, Vaughn, Wibaux Elementary and Wilsall.

National Legislation

Montana was represented in Washington, D.C. this past September at the Senate hearings on SB303. The Jacob Javits Gifted and Talented Children and Youth Education Act of 1987. Nancy Lukenbill, Specialist for Gifted and Talented Programs for the Office of Public Instruction, spoke in support of the bill for OPI and the Montana Association for Gifted and Talented Education. Nancy also spoke as President of the Council of State Directors of Programs for the Gifted, representing the leadership from 50 states and territories, and as chairperson of the Coalition for the Advancement of Gifted Education. The Coalition is a catalyst for 14 international and national organizations whose primary concern is to develop a unified voice for recognizing and developing talented students through education, legislation and communication.

Senate Bill 303, authored by Senator Bill Bradley of New Jersey and sponsored by Senator Max Baucus of Montana, supports a financial commitment to set forth gifted and talented education as a priority for the nation. This bill is an outgrowth of the companion bill HR5, The School Improvement Act of 1987, passed in the House of Representatives this spring. Montana's Representative Pat Williams was an original cosponsor. At present, SB303 has been folded into SB373, The Elementary and Secondary Education Improvement Act of 1987. Both the House and Senate bills reauthorize a wide number of federal education programs.

Both bills, specific to gifted education, would authorize: preservice and inservice training; establishment and operation of model projects and exemplary programs; support to strengthen the capacity of state educational agencies and institutions of higher education; programs of technical assistance and information dissemination; a National Center for Research and Development in the Education of Gifted and Talented Children and Youth; priority consideration for children who may not be identified through traditional assessment methods (including economically disadvantaged individuals, individuals of limited English proficiency and individuals with handicaps); and a single administrative unit within the U.S. Department of Education to administer programs authorized by this legislation and to serve as a focal point of national leadership.

—Nancy Lukenbill
Gifted & Talented Specialist

Unclassifieds is a bulletin board of resources, events and announcements of interest to educators. The naming of a service or product does not mean a recommendation or endorsement by the Office of Public Instruction.

AWARDS/COMPETITIONS

MADD Sponsors Poster/Essay Contest

Mothers Against Drunk Driving (MADD) and National Car Rental System, Inc. are sponsoring the 1988 Nationwide Poster/Essay Contest for students in grades 1-12. The 1988 theme is *Keep Your Dreams Alive: Don't Drink and Drive*, and the purpose of the contest is to enhance awareness among students—current and future drivers of America—of the dangers of drinking and driving.

The poster contest is open to students in grades 1-12 with divisions for grades 1-3, 4-6, 7-9 and 10-12. The essay contest divisions are grades 4-6, 7-9 and 10-12.

Individual entries will be judged with other individual entries received in the appropriate grade divisions; first place winners will be included in the national contest. Participating MADD chapters, schools and other organizations are encouraged to conduct local contests to select first, second and third place winners for each grade division and to forward first place winners from local contests to the national competition.

Prize money and an expense-paid visit to Washington, DC will be provided to seven winners and their chaperones.

Entries must be postmarked and mailed to MADD National Youth Program, 669 Airport Freeway, Suite 310, Hurst, TX 76053 by February 19. Winners will be notified March 16-18.



English Teachers Sponsor Writing Competitions

Two writing competitions have been announced by the National Council of Teachers of English.

Eighth grade students are eligible for the Promising Young Writers competition. High school juniors are invited to participate in the Achievement Awards in Writing competition. For information, write to either Promising Young Writers or Achievement Awards in Writing at NCTE, 111 Kenyon Road, Urbana, IL 61801.

Journalist of the Year Competition Announced

March 1 is the deadline for entries to the Montana High School Journalist of the Year competition, cosponsored by the Montana Journalism Education Association and the Journalism Education Association. The state winner is eligible for national competition and scholarships. For further information and entry forms, contact Judie Woodhouse, JEA Montana Director, Polson High School, 111 4th Ave E., Polson, MT 59860.



Agriculture in Montana Schools Contests

Agriculture in Montana Schools (AMS), Lehigh Coca Cola Bottling Co., and the Montana Department of Agriculture are sponsoring several contests for Montana schoolchildren during the next several months. For more information on any of these contests, contact Agriculture in Montana Schools, President Nina Baucus, PO Box 167, Wolf Creek, MT 59648, 548-9468.

Essay Contest Prize is Career Workshop

Approximately 25 winners in the Agriculture in Montana Schools essay contest will win an expense-paid five-day workshop on the Montana State University campus during the summer of 1988. Winners will be selected in two divisions: grades 7-9 and grades 10-12.

The workshop will provide guided tours, hands-on experiences, and classroom activities on the diverse products that are a part of Montana's agricultural economy.

Student essays must begin with the topic sentence, "_____ was the most important agricultural factor in Montana during its first 100 years of statehood." The essays must discuss the contributions of only one commodity, person or influence. Judges will not consider the student's choice of subject, only his development of reasons for choosing it as it affected Montana agriculture. Essays for both divisions will be no less than 200 words nor more than 500 words. Essays will be judged on content of information, originality of thought, clarity of expression, neatness and legibility (typing is not necessary), correct use of language, spelling and punctuation. All essays become the property of AMS and may be published.

Essay contest winners from a previous year may enter this year's contest, providing that the essay is new and original.

Deadline for entries is February 15. The final page must include the student's name, address, age, grade, school, and signature AND the signature of the assigning teacher OR the signature of the parent or guardian if the essay is written independently.

K-6 Ag Day/Week Bumper Sticker Contest

The bumper sticker contest will offer a grand prize for each grade level, K-6. All entries must be on 6" x 12" good quality paper, suitable for copying, with a maximum of 15 words and no more than 5 different colors. The student's name, grade, age, school and county must be printed on the back lower left-hand corner.

Entries will be judged on: agriculture content, 50 percent; originality, 20 percent; neatness, 15 percent; reproducibility, 15 percent. Topics for each group are: grades K-1, "Farm Animals"; grades 2-3, "Agriculture Products From Farm to You"; grades 4-6, "Agricultural Slogans and Caricatures."

Entries must be submitted by February 20 to your county superintendent of schools. Each county superintendent will choose one county winner from each grade for submission to state judging. The seven grand winners will receive a \$50 savings bond, and the winning bumper stickers will be reproduced for distribution around the state. All entries become the property of Agriculture in Montana Schools.

Ag Day Poster Contest

The Ag Day poster contest will be divided into three categories: grades K-1, grades 2-3, and grades 4-6 with a winner in each category. The subject for the poster contest is "Food Quality and Safety."

The deadline for the poster contest is February 20, and winners will be notified by March 11. Entries should be on 11" by 14" poster board using any type drawing utensil. The student's name, age, school, grade, home address, town, state, zip code, telephone number and parent's name should be neatly written on the back of each poster. Only one entry per student is allowed. All entries should be sent to Carol Kimble, Montana Department of Agriculture, Capitol Station, Helena, MT 59620. Winners in each of the three categories will receive a \$50 savings bond.

PROFESSIONAL DEVELOPMENT

Fellowships Offered to High School Teachers of the Humanities

The Council for Basic Education will award up to 150 fellowships worth \$3,000 each to outstanding teachers of the humanities for six weeks of study during the summer of 1988.

Applicants choose a humanities topic and design their own plan for six weeks of concentrated study. Applicants must be full-time classroom teachers who hold a master's degree or can show equivalent evidence of continuing professional growth in the humanities, be in their fifth year of full-time teaching with three-fifths or more of the schedule in the humanities grades 9-12. To obtain additional information and applications, write to Council for Basic Education, c/o Independent Study in the Humanities, Dept. 33, CN6331, Princeton, NJ 08541-6331.

Chemical Education Summer Workshops

Three summer workshops will be offered by the Institute for Chemical Education. The "Chemistry Supplements Workshop" is open to all teachers, from elementary and middle school teachers with little or no background in chemistry through experienced high school chemistry teachers. Participants will practice, refine and share demonstrations and hands-on activities that they can introduce into elementary and middle school classes. "Chemistry Fundamentals" is intended for those teachers who feel unable to teach chemistry or physical science courses as they would like because of inadequate or outdated background knowledge. These teachers will investigate selected topics in depth, examine chemical phenomena, demonstrations, laboratories, problem solving techniques and effective ways to present scientific concepts. Experienced high school chemistry teachers with strong backgrounds in chemistry are eligible for the "Chemical Instrumentation Update Workshop" where the focus will be on modern chemical instruments.

For more information and application materials write to Institute for Chemical Education, Department of Chemistry, University of Wisconsin-Madison, 1101 University Avenue, Madison, WI 53706-1396.



Continuing Education for Elementary Teachers

If you are interested in attending a continuing education class for credit on teaching Agriculture in Montana Schools materials, contact Ag in Montana Schools, Box 167, Wolf Creek, MT 59648 or Valerie Larson, Resource Librarian, Box 840, Choteau, MT 59422.

Economic Education Seminars

The Montana Council on Economic Education, a nonprofit educational foundation, offers workshops to help teachers incorporate economic education and materials into the classroom. These workshops range from inservice to week-long summer programs and are often available at no charge to teachers or school districts. The Council also has materials available to teachers K-12 at no charge. For further information on the workshops or the Montana Council on Economic Education, write or call Dr. Norm Millikin, College of Business, Montana State University, Bozeman, MT 59717, 994-4874.

STUDENT CONFERENCES

The Montana Hugh O'Brian Youth Leadership Seminar is seeking nominations of sophomore students to attend the Montana Hugh O'Brian Youth Leadership Seminar at the University of Montana in Missoula on April 22-24, 1988. Leaders in business, government, education and the professions will interface with students and answer their questions revolving around the theme "America's Incentive System."

Nomination materials were mailed to all Montana high schools the end of September. For more information or additional nomination forms, call or write Alice Tully, State Chairperson, 5355 Mullan Road, Missoula 59802, 549-9440 (home), 543-6663 (business).

CloseUp Program

A four-day program sponsored by the CloseUp Foundation entitled *Pacific Rim Trade: Playing the Game*, will be held in San Francisco in March 1988 for high school students, teachers and older Americans. The focus of the third annual program will be trade and economic issues of Pacific Rim nations and their impact on world affairs.

Using San Francisco as the classroom, the intergenerational program will explore the politics, culture, resources, and geography of trade in the Pacific Rim. Participants will attend on-site seminars with key business representatives, foreign and domestic government officials, and speakers from Pacific Rim nations on topics of international and national concern. Trained instructors will work with students and teachers in daily workshops to foster an exchange of opinions and a fuller understanding of issues.

The conference is one of a series of regional programs sponsored by the CloseUp Foundation and funded by RJR Nabisco, Inc. CloseUp is a nonprofit, nonpartisan citizenship education organization that conducts the nation's largest government studies program. For more information or applications, call Dellie Reckitt at the CloseUp Foundation, (800) 336-5479.

EVENTS

March is National Women's History Month

National Women's History Month will be observed this March with the theme, "Reclaiming the Past, Rewriting the Future." Materials on this event are available from the National Women's History Project to support multi-cultural women's history programs. An illustrated catalog is available for \$1 from the National Women's History Project, PO Box 3716, Santa Rosa, CA 95402, (707) 526-5974.

St. Patrick's Day Parade

The St. Patrick's Day Parade Committee of Washington, D.C. is looking for high school bands or marching units to march in its March 13, 1988 St. Patrick's Day Parade. The committee's goal is to have one band or marching unit representing each state in the union. If you are interested in participating or would like further information, contact Cecelia Farley, 801 Hobbs Drive, Silver Spring, MD 20904, (301) 384-5148.



International Children's Art Exhibition

The Turkish Ministry of Culture and Tourism invites Montana students to participate in the International Children's Art Exhibition to commemorate 16th century architect Sinan. The purpose of the exhibition is to strengthen global understanding and unity among the children of the world.

Entries in three age categories—5-8, 9-13, and 14-17—may be on any theme and must be sent to Devlet Guzel Sanatlar Galerisi, Zafer Meydani, Ankara, Turkey to arrive before April 30, 1988.

To receive further information about the exhibition and entry forms, contact Cem Tarhan, Cultural and Tourism Counselor, Turkish Embassy, 2010 Massachusetts Avenue NW, Washington, DC (202) 429-9844.

RESOURCES

Alateen Video

"Alateen Tells It Like It Is" is a 16-minute video developed from a script based on the actual life experience of children from alcoholic families. A young narrator and two other teenagers share what growing up in an alcoholic home is like, how they

found Alateen, and why they stayed. Written by Alateen members themselves with artwork created by a young teenage artist, this video on 1/2" cassette is priced at \$25 from Al-Anon Family Group Headquarters, Inc., Dept. PI/A, PO Box 862, Midtown Station, New York, NY 10018-0862.

Hands-on Materials for Ag-Science

Agriculture in Montana Schools, Inc. (AMS) has started delivering free K-3 teacher guides and ag-science bags of "hands-on" materials to every elementary school with K-3 classes. The kits will be placed in school libraries and may be copied as necessary. The group also will be delivering a K-8 treasure chest to every public school with an enrollment of 20 or more students. For more information on how to obtain AMS materials, contact Valerie Larson, Resource Librarian, Box 840, Choteau, MT 59422, 467-3121 or 466-2205.

French/English Calendar

The Alliance Franco-Americaine du Midwest publishes a calendar for French and history teachers. The bilingual calendar, "Les Francais d'Amerique/French in America," includes 13 color photographs with texts and information about historical anniversaries and cultural events for 1988. Price: \$4 (plus \$1 for postage and handling). Order from Virgil Benoit, RR2, Box 253, Red Lake Falls, MN 56750.

"The Case of the Purloined Pork"

As part of its ongoing efforts to help teachers incorporate information about agriculture production and the dependence between people on farms and in the city, The National Live Stock and Meat Board is offering *The Case of the Purloined Pork*, a mystery story accompanied by three posters, activity sheets, work sheets and a 10-page teacher's guide to five classroom lessons which allow teachers to integrate the kit into such study areas as reading, creative storytelling, writing, arithmetic and social studies. The cost is \$8 for the book alone or \$15 for the kit. Contact the Education Department of the National Live Stock and Meat Board, 444 North Michigan Avenue, Chicago, IL 60611, (312) 467-5520.

Annotated Bibliography on AIDS

Access to new material on the AIDS crisis is now available in *AIDS 1987 (Acquired Immune Deficiency Syndrome)*, the latest volume in the Oryx Science Bibliographies Series. Each annotated entry lists and summarizes recent literature from books, articles, and other publications released from mid-1986 to mid-1987. Only readily available English-language sources are cited, with key articles highlighted for easy reference. The book is 80 pages, 8 1/2" x 11" paper-bound (ISBN 0-89774-434-9) and is tentatively priced at \$16. Order by calling toll free 1-800-457-ORYX or by writing to The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ 85004-1483.

Pen Pals in Third World Villages

"Lasting Links," a nonprofit, charitable corporation, offers an opportunity for students to know a Third World village through project partnerships and reports back to the students from the villages. The program facilitates teacher-teacher and student-student pen pals, exchanges of art projects and artifacts, and school-to-school partnerships. For information contact Raymond W. Konan, Executive Director, Lasting Links, 6231 Leesburg Pike, Suite 612, Falls Church, VA 22044, (703) 241-3700.



Computer Programs

For \$6, the cost of postage and handling, Jennifer Ann May of O'Fallon, Illinois will share her computer programs on presidents of the United States and geography of the United States. "Hello Mr. President" familiarizes students with each president's name, birthplace and first year of office; "Discover America" teaches the student about the capital, location, nickname and abbreviation of the states. Both programs feature tests, percentage scores and incentives. The programs are for the Apple II, Apple II Plus, Apple IIe, Apple IIc, and the new Apple IIGS. Contact Jennifer Ann May, 1017 Woods Way, O'Fallon, IL 62269, (618) 624-5832.

Site-Licensing Concept Could Cut Textbook Costs

American public schools can now get a license to photocopy or reprint as many copies of the text, "Writing on Computers in English Comp" as needed for their students—without violating any copyright laws. Sample license agreement, book reviews, and further details about the new "share text/site-license" program are available from The Writing Consultant, P.O. Box 20244 Finance Station—Lic. Dept., New York, NY 10025, (212) 864-6415.

Captain Safe-Way Provides Safety Training

Captain Safe-Way, a former police officer, presents safety workshops for schoolchildren. Endorsed by the Office of Public Instruction and the Montana Highway Patrol, and several police and sheriff departments, Captain Safe-Way trains students in bicycle and pedestrian safety and on the buckle-up program. He erects a "safety village" at each site and offers free refreshments courtesy of Pepsi Cola.

For more information contact Captain Safe-Way, PO Box 344, Shelby, MT 59474.

CALENDAR

The following is a selection of professional enrichment opportunities and other events of interest to school personnel. For information about specific listings, address inquiries to the contact person noted.

"EDvents," a complete calendar of events, is available on OPI's electronic bulletin board accessed by computer at 444-3481.

DECEMBER

Dec. 17—Meeting. *Board of Public Education*. Helena. Claudette Morton, 444-6576

JANUARY

Jan. 4-5—Workshop. *Developing Instructional Supervision Skills*. Helena. David Bishop, MALD, 442-2518

Jan. 6-7—Workshop. *Developing Instructional Supervision Skills*. Bozeman. David Bishop, MALD, 442-2518

Jan. 11-12—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Missoula. David Bishop, MALD, 442-2518

Jan. 13-14—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Kalispell. David Bishop, MALD, 442-2518

Jan. 15-19—Workshop. *Technology: Extending Human Potential*. New Orleans. Ron Lukenbill, OPI, 444-2080

Jan. 18-19—Workshop. *Developing Public Confidence in Your Educational Program*. Great Falls. David Bishop, MALD, 442-2518

Jan. 20-21—Workshop. *Developing Public Confidence in Your Educational Program*. Glasgow. David Bishop, MALD, 442-2518

Jan. 22-23—Conference. *Eighth National Conference on Curriculum for the Gifted/Talented*. Austin, TX. Nancy Lukenbill, OPI, 444-4422

Jan. 25-26—Meeting. *MT High School Association Annual Meeting*. Helena. Oan Freund, MHSA, 442-6010

Jan. 27-29—Convention. *MT Association of Elementary & Middle School Principals*. Billings. Jesse Long, SAM, 442-2510

Jan. 28-29—Conference. *MEIM Conference: Elementary School Geometry*. Helena. Jim Trudnowski, Carroll College, 442-3450

Jan. 28-31—Workshop. *Computers & Reading/Learning Difficulties*. San Francisco. Ron Lukenbill, OPI, 444-2080

FEBRUARY

Feb. 4-5—Meeting. *Board of Public Education*. Great Falls. Claudette Morton, 444-6576

Feb. 8-9—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Billings. David Bishop, MALD, 442-2518

Feb. 10—Conference. *Counseling Students' Needs, and the Technological Society: High Touch in a High Tech Age*. Missoula Vo-Tech Center. Judy Birch, OPI, 444-5663

Feb. 10-11—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Billings. David Bishop, MALD, 442-2518

Feb. 11-12—MT Special Olympics Winter Games. Bozeman. Don Byers, 791-2368

Feb. 14-15—Conference. *MT Association of Secondary School Principals*. Lewistown. Jesse Long, SAM, 442-2510

Feb. 19-22—Conference. *American Association of School Administrators*. Las Vegas. Jesse Long, SAM, 442-2510

Feb. 25-26—Conference. *MEIM Conference: Middle School Geometry*. Bozeman. Jim Trudnowski, Carroll College, 442-3450

MARCH

March 1—Conference. *Counseling Students' Needs, and the Technological Society: High Touch in a High Tech Age*. Great Falls Vo-Tech Center. Judy Birch, OPI, 444-5663

March 4-7—Convention. *National Association of Secondary School Principals*. Anaheim, CA. Jesse Long, SAM, 442-2510

March 10-12—Workshop. *Challenge of the Unknown: Math & Science Problem Solving*. Missoula. Dan Dolan, OPI, 444-4436

March 11-12—Conference. *Ninth National Conference on Creativity & Gifted & Talented*. Baltimore, MD. Nancy Lukenbill, OPI, 444-4422

March 14-15—Workshop. *Developing Differentiated Curriculum: Advanced*. New York City. Nancy Lukenbill, OPI, 444-4422



March 14-15—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Helena. David Bishop, MALD, 442-2518

March 15-16—Workshop. *Teaching the G/T Effectively: An Integrated Perspective*. Nashville, TN. Nancy Lukenbill, OPI, 444-4422

March 16-17—Workshop. *Assertive Discipline T.E.A.M. Administrator*. Bozeman. David Bishop, MALD, 442-2518

March 19—Competition. *Odyssey of the Mind State Student Competition*. Bozeman. Elaine Kohler, Missoula School Dist., 542-4031

March 21-23—Workshop. *Vistas for Instructional Technologies*. Billings. Judy Anderson, Colstrip Schools, 748-2920

March 21-24—Workshop. *Technosphere '88: A Technological Journey*. Norfolk, VA. Jeff Wulf, OPI, 444-4452

March 21-22—Workshop. *Assessing and Improving School Climate*. Missoula. David Bishop, MALD, 442-2518

March 23-24—Workshop. *Assessing and Improving School Climate*. Kalispell. David Bishop, MALD, 442-2518

March 24-25—Meeting. *Board of Public Education*. Helena. Claudette Morton, 444-6576

March 24-25—Workshop. *Meeting the Psychological Needs of the Gifted & Talented*. Detroit, MI. Nancy Lukenbill, OPI, 444-4422

March 24-26—Conference. *Eighth Annual MT Assoc. for Gifted & Talented Education*. Billings. Del Siegel, Glendive Schools, 365-2356

March 28-29—Workshop. *Developing Public Confidence in Your Educational Program*. Billings. David Bishop, MALD, 442-2518

March 30-31—Workshop. *Developing Public Confidence in Your Educational Program*. Glendive. David Bishop, MALD, 442-2518

TELECOMMUNICATIONS

The following are satellite down-link sites. Times listed are Mountain Standard Time.

Jan. 15—11 a.m.-1 p.m., Satellite TBA, *Three NDN Special Education Programs*. Ron Lukenbill, OPI, 444-2080

Jan. 28—2:45 p.m.-3:45 p.m., Satellite TBA, *Families in Crisis: How Schools Can Help*. Connie Lawry, OK State Univ., Educ. Exten., (405) 624-6254

Feb. 4—11 a.m.-1 p.m., Satellite TBA, *NDN Conservation For Children (1-6)*. Ron Lukenbill, OPI, 444-2080

Feb. 12—11 a.m.-noon, Satellite TBA, *Soviet Life: Soviet Education and Rock Entertainment*. Ron Lukenbill, OPI, 444-2080

Feb. 16—12:30 p.m.-1:30 p.m., Satellite TBA, *NASA Space Station*. Ron Lukenbill, OPI, 444-2080

Feb. 18—2:45 p.m.-3:45 p.m., Satellite TBA, *Managing Classroom Discipline*. Connie Lawry, OK State Univ., (405) 624-6254

Feb. 19—11 a.m.-1 p.m., Satellite TBA, *Four NDN Health Education Programs*. Ron Lukenbill, OPI, 444-2080

Feb. 20—12 p.m.-2 p.m., Satellite TBA, *Baseball: Hitting for Power and Average*. Bob Spurrner, OK State Univ., (405) 624-5647

Feb. 26—11 a.m.-noon, Satellite TBA, *Soviet Life: Family, Food, and Fashion*. Ron Lukenbill, OPI, 444-2080

Mar. 3—2:45 p.m.-3:45 p.m., Satellite TBA, *Improving Writing Instruction in Grades K-8*. Connie Lawry, OK State Univ., Educ. Exten., (405) 624-6254

Mar. 10—11 a.m.-1 p.m., Satellite TBA, *NDN TALK Teaching Activities for Language Knowledge (K-3)*. Ron Lukenbill, OPI, 444-2080

Mar. 11—9:30 a.m.-11 a.m., Satellite TBA, *SPACEBRIDGE USA-USSR*. Ron Lukenbill, OPI, 444-2080

Mar. 15—12:30 p.m.-1:30 p.m., Satellite TBA, *NASA Launch Vehicle Preparation*. Ron Lukenbill, OPI, 444-2080

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